

A report on

Baden Powell Primary School

**Muirton Road
Tremorfa
CF24 2SJ**

Date of inspection: June 2026

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Baden Powell Primary School

Name of provider	Baden Powell Primary School
Local authority	Cardiff Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	293
Pupils of statutory school age	253
Number in nursery classes	36
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	54.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	13.9%
Percentage of pupils who speak Welsh at home	0.3
Percentage of pupils with English as an additional language	29%
Lead partner in Initial teacher education	No
Date of headteacher appointment	15/01/2022

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Date of previous Estyn inspection (if applicable)	04/07/2017
Start date of inspection	15/06/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:

mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Baden Powell Primary School is a welcoming and inclusive school where pupils feel valued, safe and supported. Strong relationships between staff, pupils and families are at the heart of the school's work. Leaders create a caring and respectful environment that helps pupils develop confidence and a strong sense of belonging. Staff work closely with parents and carers, which supports pupils' learning and has contributed to improving attendance.

Most pupils make good progress from their starting points. The school places a strong emphasis on developing literacy and numeracy skills, and this helps pupils in their work across the curriculum. The development of pupils' reading is a strength. Pupils develop secure skills from an early age and grow into confident readers who can talk thoughtfully about the books they enjoy. Writing is taught systematically, enabling most pupils to write effectively for a range of purposes and audiences. Most pupils develop strong mathematical skills and apply these successfully in meaningful contexts. Many pupils build a secure range of digital skills as they move through the school.

Teachers ensure that classrooms provide rich opportunities for learning, particularly for younger pupils, where well-resourced indoor and outdoor areas encourage curiosity and exploration. Staff support pupils with additional learning needs (ALN) effectively, ensuring that they receive help tailored to their individual needs. The work of the specialist resource base (SRB) is effective, providing a calm and nurturing environment where pupils thrive.

Teaching is generally effective, with staff using questioning well to check pupils' understanding and address misconceptions. Overall, pupils do not have enough regular opportunities to improve and refine their written work. In a minority of lessons, activities are directed too closely by adults, limiting opportunities for pupils to make choices, develop their own ideas and apply their thinking skills independently. Opportunities for pupils to influence what and how they learn are at an early stage of development.

Leadership across the school is strong and purposeful. Leaders and governors understand the school's priorities well and collaborate effectively to support continuous improvement. They have a strong focus on supporting pupils to mitigate the impact of poverty.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Increase opportunities for pupils to direct their own learning and develop their independence
- R2 Ensure that feedback identifies next steps in learning and that teachers provide pupils with suitable opportunities to respond and improve their work

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Staff at Baden Powell Primary School foster a strong sense of community where trust, inclusion and mutual respect underpin daily life. They have a clear focus on improving pupils' well-being and developing their literacy and mathematical skills. This enables most pupils, including those with English as an additional language, and those eligible for free school meals, to make good progress from their starting points.

Teachers and support staff create thoughtful, language-rich learning environments that support pupils' communication skills successfully. As pupils move through the school, nearly all develop sound speaking and listening skills. There is a strong culture of reading, and the school's outdoor book sheds enable pupils and parents to have easy access to a range of texts to read at home. The youngest pupils develop their early reading skills well, and staff build progressively on these foundations so that by the time pupils leave the school, most read with confidence and discuss their reading preferences maturely.

A systematic approach supports most pupils to write successfully for a broad range of purposes. By the time they reach Year 6, most pupils adapt their writing successfully for different audiences and regularly make ambitious vocabulary choices.

Most pupils develop their mathematical skills well. Over time they develop a good sense of number and perform a range of calculations accurately. Where teachers link mathematics to real-life contexts, pupils apply their numeracy skills confidently across the curriculum. For example, pupils in Year 6 enthusiastically interpret data about the size of stadiums in the Football World Cup. Many pupils develop a secure range of digital skills as they progress through the school.

The provision for developing pupils' Welsh language skills is appropriate. Many pupils are beginning to gain confidence in using simple greetings, phrases and sentences independently.

Spotlight – strong working relationships

A notable strength of the school is the emphasis leaders place on developing effective working relationships with pupils, staff and parents. Nearly all pupils feel a strong sense of belonging, and that the school is a safe place where staff support their well-being successfully. Leaders demonstrate a strong commitment to staff well-being. They provide thoughtful professional guidance and respond sensitively to individual circumstances when needed. This contributes effectively to the robust sense of teamwork. Leaders and staff develop beneficial links with parents and families. This supports pupils' learning well and has helped to improve overall attendance.

Staff identify pupils' additional learning needs (ALN) promptly and work collaboratively with external agencies to provide appropriate support. This helps to ensure that most pupils with ALN make suitable progress from their different starting points. Provision within the specialist resource base (SRB) is a strength. Pupils benefit from a calm and nurturing environment where learning activities are matched carefully to their needs and interests. Across the school, teaching assistants provide skilled support for pupils' well-being and develop their literacy and mathematical skills well.

Over time, leaders have worked thoughtfully with staff to develop the school's curriculum. It helps pupils to develop a good understanding of their local community, Wales and the wider world. The curriculum reflects important aspects of contemporary society and promotes diversity, inclusion and cultural understanding appropriately. Staff use the school's diverse community increasingly well to strengthen pupils' knowledge of different cultures and experiences. Where learning is most effective, teachers provide authentic and meaningful contexts that engage pupils successfully and encourage them to explore ideas in depth. Overall, the school provides a suitable range of purposeful opportunities that support pupils' spiritual, moral, social, and cultural development.

Teachers use questioning effectively during learning activities to check pupils' understanding and address misconceptions quickly. This helps pupils to improve a few aspects of their work as learning progresses. Overall, feedback focuses too much on correcting punctuation and spellings and there are not enough opportunities for pupils to reflect on their written work and make meaningful changes to refine or improve it. In a minority of lessons, there is a tendency for teachers to over-direct learning. On these occasions, pupils do not have sufficient opportunity to generate their own ideas, select resources independently or apply their thinking skills fully. Across the school, pupils do not have a meaningful influence on what and how they learn.

In the classes for younger pupils, staff ensure that learning environments are well resourced and stimulate pupils' curiosity. Younger pupils benefit from a valuable range of indoor and outdoor activities.

Across the school, teachers provide a beneficial range of opportunities for pupils to work in pairs or in small groups. Most pupils collaborate well, and this contributes effectively to the strong sense of teamwork. Nearly all staff use calm and consistent approaches to support behaviour effectively and nearly all pupils respond positively and respect the differences of others. The school has established effective systems to improve attendance, and overall attendance rates continue to improve steadily.

The headteacher also leads another local school, so the leadership of Baden Powell is shared equally with the deputy headteacher. They carry out their roles diligently and with clear strategic direction. The school distributes other leadership roles to impactful effect.

Leaders evaluate the school's work regularly through a beneficial range of monitoring activities. Regular scrutiny of pupils' work supports consistency in teaching approaches and enables staff to share effective practice. Leaders identify school priorities accurately and provide relevant professional learning opportunities that support these key areas for development. Recent professional learning linked to behaviour and emotional regulation has had a positive impact on pupils' well-being and readiness to learn. Leaders implement national priorities successfully, including ALN reform and improvements to teaching and learning. Pupils are beginning to contribute to school improvement through their leadership groups, although their impact on school life is at an early stage.

Governors provide knowledgeable and enthusiastic support for the school. They understand the school's priorities well and monitor the use of funding carefully, including grant funding to mitigate the impact of poverty. Their role in evaluating the effectiveness of the school's work through first-hand activities is developing. Leaders and governors maintain strong relationships with parents and the wider community, and most parents feel well supported by school staff.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

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